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ABSTRACT

This qualitative study examined the personal practical theories (PPTs) of the members of the supervisory triad--college supervisor, cooperating teacher, and student teacher--to discover whether PPTs could provide information about relationships within the triad. Three preservice teachers, three college supervisors, and five cooperating teachers participated in the study. The participants' PPTs were compared with the goals and outcomes of a reflective teacher education program to ascertain whether PPTs could yield information about the likelihood of the prospective teacher becoming a reflective practitioner as defined by the program. Study findings indicated that the PPTs: provided a heuristic tool which enabled each participant to systematically approach his or her beliefs about education; provided a mechanism for the researcher to analyze triad interaction; and served as a useful mechanism for understanding the relative degree of implementation the participants displayed in relation to the goals and outcomes of the teacher education program. Recommendations were made for utilizing PPTs both as a method of understanding triad relationships and as a screening mechanism for the program. Three tables display summaries of participants' PPTs, triad groupings, and information on PPT congruence. (Contains 79 references.) (Author/ND)

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Relations Among College Supervisors, Cooperating Teachers and Student Teachers in a Reflective Teacher Education Program

by

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Abstract

This qualitative study examined the personal practical theories (PPTs) of the members of the supervisory triad; college supervisor, cooperating teacher and student teacher, to discover whether PPTs could provide information about relationships within the triad. The participant's PPTs were also compared with the goals and outcomes of a reflective teacher education program to ascertain whether PPTs could yield information about the likelihood of the prospective teacher becoming a reflective practitioner as defined by the program. Recommendations were made for utilizing PPTs both as a method of understanding triad relationships and as a screening mechanism for the program. Further research was suggested, especially in the area of supervisory discourse.

Relations Among College Supervisors, Cooperating Teachers and Student Teachers in a Reflective Teacher Education Program

To reform schools, we must first reform teacher education. The traditional model of teaching viewed as an applied science, with student internships viewed as an opportunity to practice application of content to their field situations does not successfully prepare teachers for the challenges they face in today's classrooms. Schon in Educating the Reflective Practitioner (1987) explains that there is an assumption that academic research yields professional knowledge which when taught in schools prepares students for the demands of real-world practice. This traditional assumption is questionable given the current data on teacher effectiveness and the high number of beginning teachers leaving the occupation within their first three years of teaching. Thus, new models of teacher education are being considered.

These models, centering on teacher reflection, teacher personal practical theorizing and gatekeeping offer an alternative approach to teacher education (Ross, Cornett and McCutcheon, 1992; Thornton, 1991; Valli, 1992; and van Manen, 1977). This approach arises from the belief enunciated by Panel 6, National Institute of Education, June 1974, that research on teacher thinking is required if that which is uniquely human in the process of teaching is to be understood. This research is spurring the development of reflective teacher education models in an attempt to enable newly graduated, beginning teachers to approach their jobs in a manner that will facilitate school reform and help

prepare students for the twenty-first century.

According to Dewey in How We Think, "reflective thinking means turning a subject over in the mind and giving it serious and consecutive consideration . . . It enables us to act in deliberate and intentional fashion" (cited in Posner, 1992, p. 21). The extension of this concept leads to the idea of reflective teaching. Reflective teaching is a constructivist approach focusing on the continual analysis and integration by an individual teacher of his/her personal practical theories, the subject matter being taught, and the class's group dynamics. Reflective teaching emphasizes the belief that the teacher's philosophy and pedagogy, the tasks at hand, and the individuals in the learning situation combine during the process of education. Reflective teacher educators must focus on developing inquiry oriented approaches in their programs to encourage the development of teacher thinking about the educational process and the teacher's role.

Thus, a reflective model of teacher education must provide preservice teachers with opportunities to engage in the reflection process as part of their preparation for professional careers as educators. As Philip Corrigan (cited in Britzman, 1991) states "We need to shift our images of education and pedagogy in at least three ways: to widen our understanding of how we are taught, and how we learn, and how we know, noting that none of these is the same" (p. 215). In using the reflective approach, the college supervisor and the cooperating teacher in their discourse with the

preservice teacher, provide questions, probes and models that encourage the development and internalization of reflection and help educators struggle with all of these concerns. One way of encouraging reflection is through personal practical theorizing.

Personal Practical Theories (PPTs) have been referred to as the common wisdom of teachers (Connelly and Clandinin (1990), Cornett (1989), Kleinsasser (1991). The term distills Connelly and Clandinin's concept of personal practical knowledge, i.e. the wisdom of practice, with the process of theorizing described by Britzman (1991) as reflecting on experience in order to be an author of that experience. Therefore, an element of systematic rigor in thought process requires the substitution of the term "theory" in lieu of "knowledge". Cornett (in Ross, Cornett, and McCutcheon, 1992) explains personal practical theories as follows:

> These were labeled personal practical theories (hereafter PPTs) because they stemmed from Chase's experience outside the classroom (personal) and fifteen years of experiences as a government teacher (practical), and because they were quite systematically guiding her practice (theories). (p. 140)

Reflective teacher educators tend to focus on inquiry oriented approaches in their programs to encourage the development of teacher thinking about the educational process and the teacher's role. This process includes the concept of metacognition or thinking about thinking. In a sense, metacognition can be seen as a psychological approach to reflective teaching and personal practical theorizing.

This paper examines the relationship among the triad of college supervisor, cooperating teacher and preservice teacher

through the lens of personal practical theorizing. It is part of a larger study exploring the personal theorizing of triad members as the implementation of a reflective teacher education model became operational (Stern, 1995). The focus of that study was: How does the personal practical theorizing of the college supervisor, the cooperating teacher and the student teacher impact the ability of the college to realize its reflective teacher education model? In order to answer that question, the first stage of the research required answering the following questions: (1.) What are the Personal Practical Theories (PPTs) of the college supervisor, the cooperating teacher, and the preservice teacher; and (2.) How do the PPTs of each individual in the triad affect the interaction of that triad? The answers to these questions include an understanding of the external influences on the triad's theorizing and, suggestions as to what factors either facilitate or prohibit reflective practice.

The importance of the study is its focus on the development of circumstances favorable to the encouragement of reflective teaching. Student teaching experiences are widely believed to be the most important component of teacher preparation. The reflective model posits that the college supervisor and the cooperating teacher must, through their interaction with the preservice teacher develop patterns of discussion which encourage systematic analysis of practice by preservice teachers, and encourage teacher reflections about their personal practical

theories and gatekeeping abilities that will enable the graduates to become more effective beginning teachers.

The Methodology

The study was a qualitative study that included taping, transcribing, analyzing and coding conferences for six triads during the Fall 1994 semester at [Mid-Atlantic Regional College]. These triads consisted of three preservice teachers, three college supervisors and five cooperating teachers across two seven week field experiences. The study included elementary, middle school, junior high school and high school student teacher placements covering a range of social studies classrooms. Two of the three preservice teachers were seeking endorsements in social studies following their graduation. Their college supervisors were responsible for the area of social studies, one elementary, one secondary. One student teacher was seeking endorsement for both elementary and middle school and worked with two college supervisors during her practicum.

This study was a bounded examination of a specific program, the reflective teacher education model beginning at a small, state supported, liberal arts college in the Mid Atlantic region. The research focus was on the understanding impact of the participants personal practical theories on their job performance. A baseline interview with each preservice teacher, cooperating teacher and college supervisor was completed to establish an understanding of the reflective model under implementation at the research site and

the interviewee's personal practical theories. An analysis of the interview transcriptions enabled the generation of informal question routes for follow up interviews with the triad individuals focusing on the reflective process and their personal theorizing. The analytic process was continuous during the data collection to enable the researcher to capture the complex, ever-changing reality of the education process.

In order to further triangulate the data, as well as to look for the internalization of reflection and evidence of personal practical theories, classroom observation of the preservice teachers was conducted focusing on bridging theory into practice. The student teachers were observed midway through each field experience. The preservice teachers were asked to share journals (where maintained) for additional postactive reflection.

The data were collected during the Fall, 1994 semester. The data were collected during the fall practicum with follow up interviews conducted as necessary. The Chair of the Professional Education Unit (PEU) assisted with identifying candidates for the triads. The sample was purposive; based on availability and willingness to participate. In other words, the triads consisted of volunteers who gave their informed consent and who were asked to participate in member checks to ensure accuracy of the data.

Issues of trustworthiness are important considerations for qualitative studies. According to Lincoln and Guba (1985) conditions for the establishment of trustworthiness include: prolonged engagement, persistent observation, member checks, and

an audit trail. Prolonged engagement was assured as the study focused on the entire practicum across the fall semester. Repeated observations of the preservice teacher include field notes that separated researcher reflections from observed actions. Member checks were conducted to ensure truth value of the interviews. An audit trail increased trustworthiness with "blind" transcripts submitted to the researcher's major advisor and a follow up discussion of the coding process to verify accuracy.

Qualitative studies must reflect ethical concerns. The utilization of informed consent, member checks and anonymity of triad members was maintained for purposes of privacy and confidentiality. The cooperating schools remained anonymous and their administrations and county offices were asked for informed consent as research sites. Since qualitative research can not be unbiased, it must be ethically conducted. One concern is the necessity of the research project. Lincoln discusses the idea of "the passionate principle" (cited in Eisner and Peshkin, p. 286). Essentially this means that study itself must be worthwhile. Understanding the role personal theorizing plays in triad relationships has the potential to improve the ability of the college supervisor to realize a college's teacher education program goals.

Data Presentation and Analysis

The data presentation and analysis contains a description of

the research site, a summary of individual participant's mini-case studies which reveal the personal practical theories, and an analysis of these personal practical theories in relation to the interactions within the triad groups formed by the participants is presented. This paper focuses on three triads that are representative of the range of data collected in the larger study (Stern, 1995).

The College

[Mid Atlantic Regional College] is a four-year, state supported institution that functions under the jurisdiction of a State Board of Directors as a component of the state's system of higher education. The campus location is in an exurban, Middle-Atlantic region which although relatively rural, contains both major historic sites and fairly easy access to two major cities. Like many small colleges throughout the country, the school was originally designated by the State Legislature as a "Normal School." The college has an approximate full time enrollment of 2,800 students. Of this number, approximately 15% percent are education majors; 8.1% elementary education majors and 7.0% secondary education majors. There are 116 full-time teaching faculty organized into three schools which are state approved to offer 9 distinct degrees at either associate or baccalaureate levels including a Bachelor of Arts in Secondary Education and a Bachelor of Arts in Elementary Education.

The Professional Education Unit (PEU) designed its program in concordance with the mission of the college which summarized,

includes: a concern for a firm grounding in the liberal arts; a commitment as a cultural and intellectual center for the surrounding region; the recruitment and retention of culturally diverse students, faculty, and staff; and, a commitment to meet regional business and community needs in planning for continued area growth and expansion. The college's academic philosophy centers on the development of each individual in a cooperative and democratic atmosphere, committed to the search for truth and to the development of the vocational competencies needed by the students for their chosen professions.

The Teacher as Reflective Problem Solver (TARPS)

TARPS is the Department of Education's acronym for its teacher education program: Teacher As Reflective Problem Solver. The program originated in the summer of 1992 with the goal of developing teacher candidates who are "critically thinking problem solvers" (NCATE, 1995, p. 17). The philosophy of the teacher education program centers on reflective teacher education with emphasis on the development of teachers, who will in turn develop students who are empowered in shaping of their own lives and their society in a "just, democratic, multicultural world" (p. 20). The philosophy also emphasizes the complex and often ambiguous nature of schooling.

The Professional Education Unit (PEU) states that to be a reflective problem solver, future teachers need to consistently reflect in the areas of knowledge, dispositions and performance.

Reflection is seen as occurring concurrently across three fields: action, interpretation, and critical. The formal explanations, derived from the NCATE report, define "action" as concerned with effective application of pedagogical knowledge and strategies for each given student. Action is seen as subject to "interpretation" as a prospective teacher explains and justifies the "action" choices made for a given lesson or problem in relation to his or her underlying assumptions and predispositions. Critical reflection is the means by which the teacher candidate assesses the extent to which the choices made lead to and/or incorporate the moral and ethical criteria the program strives to achieve. These three fields of reflection form a continuous circle rather than a ladder, where education majors would progress from stage to stage as they proceed through the program.

In its current form, the student teacher internship consists of two 7 week blocks during the final college semester. Placements are dependent upon the certification requirements each student teacher is seeking. The secondary candidates are normally assigned one high school and one junior high/middle school block, elementary candidates receive one K-3 and one grade 4-6 placement, some teacher candidates may chose one grade K-4 and one middle school block depending upon state certification endorsements to be requested.

Personal Practical Theories

Understanding a person's personal practical theories (PPTs) may help understand the behaviors of that individual as he or she performs his or her professional duties. Therefore, the personal practical theories of the members of each supervisory triad impact on the function of the triad. The personal practical theories for each participant are presented in triad groupings. Each participant is briefly described and his or her PPTs are listed. As with all data presented, a fuller explication of the research base is referenced to the entire study (see Stern, 1995) A summary table of participant's PPTs is provided in Table 1 (page 52).

Participant Case-Studies

The 3 college supervisors who participated in the study were interviewed at the beginning of the Fall 1994 semester. These baseline interviews established the supervisors' understanding of the TARPS model; their personal practical theorizing; their understanding of their supervisory role; and their view of the roles of the other 2 triad members, the cooperating teacher and the student teacher. The college supervisors provided the researcher with a range of additional materials which were reviewed by the researcher and a tentative list of personal practical theories was established with direct quotations excerpted from the data to illustrate each PPT. Member checks provided the opportunity for the supervisors to discuss the researcher's findings and additional time was designated for

additional reflection on the findings. A final conversation was held to verify the personal practical theories for each participant following this reflective period. Participants were asked to chose their own pseudonyms to maintain anonymity.

The 3 cooperating teachers in this paper were teaching at the following levels: 2 elementary school, 1 second grade, 1 third grade; and 1 high school, tenth and eleventh grade. The three schools were located in 2 counties, all within a 25 minute driving radius of the college campus. These public schools serve the local population which ranges from rural to small town to small city. This population was generally racially homogenous (white) although there was a considerable range of socio-economic difference among the students. The student teachers spent 7 weeks with each of their cooperating teachers. The college provided the cooperating teachers with a Handbook about the program and with evaluation forms as required by the college and/or the state. In addition, the college had offered a voluntary workshop for cooperating teachers as well as a credit bearing course for elementary educators over the summer, but none of the teachers in this study chose to attend. According to the discussion with the Chair of the PEU, cooperating teachers are remunerated only $50.00 per placement by the state for undertaking the responsibility of a student teacher (8/31/94, Chair int., p. 16).

The 3 student teachers who participated in this study were registered for their final semester requirement prior to graduation, 14 weeks of student teaching that was organized into

2, seven week placements. All of the participants agreed to the study after discussion of confidentiality, anonymity and informed consent were explained. The data gathered varied due to the varied requirements of the college supervisors. In the case of one student teacher, the second block cooperating teacher refused to participate in the study thereby limiting data collection to the first block. Each student teacher was questioned about her understanding of the college's educational program (TARPS) and her personal practical theories. In addition to the researcher's questions, the evaluation procedures performed by the college supervisors surfaced as a topic of concern to all 3 student teacher participants during the course of the study.

PPTs of Participants by Triad

Triad 1: High School

Triad 1: High School consisted of Dr. P. Fox, the college supervisor; Mrs. Rose Adams, the cooperating teacher; and Mrs, Hannah Lee, the student teacher.

Dr. P. Fox

Dr. P. Fox has been teaching secondary social studies, methods of teaching secondary school and supervising student teachers for many years. However, Dr. Fox is as active, energetic, enthusiastic, and idealistic as a newcomer to the field. The data gathered includes: two formal interviews; two triad conference audiotapes with two different student teachers; one student teacher/supervisor conference audiotape; one

cooperating teacher/supervisor conference audiotape; one set of triad conference documents (from a triad conference that was not audiotaped); one videotape, the syllabus for the Secondary Social Studies Methods course; an informal observation/evaluation form based on the TARPS model; and several research articles that Dr. Fox found pertinent to reflective teacher education and uses in his practice. Every time we had contact, Dr. Fox provided the investigator with research citations or copies of articles that related to reflective teacher education. This pattern was consistent with conversations during supervisory conferences where similar behavior is evident in relation to his student teachers and their cooperating teachers.

Dr. Fox's personal practical theories are:

1. Teaching is a process of practical application of thinking skills utilizing content in order to become a decision maker, a problem solver, a communicator, and a citizen.
2. Teaching is primarily about human relations.
3. Teachers and students should be risk taker
4. Relationships should be collaborative, the triad consists of equitable relationships.
5. Education is about lifelong learning.
6. Educators need a flexible, multiple perspectives, integrated approach.
7. Modeling can demonstrate that theory informs practice.
8. Excitement and enthusiasm for the job of teaching and the field of social studies is necessary.

Consistent with his PPT's in both theory and practice, Dr. Fox integrates the three fields of reflection during his supervision. He explained:

> I think the goal is of the reflective model teaching simply gets the student to look more carefully at the so called recipes or step strategies. To go beyond lower recall thinking . . . did I do the technical steps, fine. But that isn't where it ends. Then, now, we say, did you achieve your

> goals, as you interacted with others, can you think of some others ways that you might interact differently? And then the paramount question is always, what will you do in terms of what we call a cultural diversity of ideas? How does it contribute? Do you know the answer to that idea. (9/2/94, int., p. 1)

Each of the three fields of reflection is integrated into the supervisory conference as evidenced by both the transcripts of the conferences and the model videotape mentioned earlier. It is through the TARPS model that Dr. Fox practices his supervision. Both a videotape and a document provided by a student teacher participant following a conference revealed a form that includes sections for action, interpretation and critical reflection as well as a portion of the page devoted to "What does the research have to say?" Thus, it is fair to say that Dr. P. Fox's PPT's and supervisory style reveal a reflective teacher educator.

Mrs. Rose Adams

Rose Adams is a high school social studies teacher assigned general and advanced tenth and eleventh grade history classes. The program is a 2 year combined World History [from the Renaissance to date] and American History curriculum but Rose Adams indicated that her primary focus is American History. Students receive a copy of the American History text and refer to a class set of the World History texts as necessary. She has been teaching for approximately 20 years, originally as an English teacher, and has had student teachers assigned to her in the past, but not recently. She appeared to have mixed feelings about

undertaking the responsibility of a student teacher at this point in her life.

Originally, Mrs. Adams was extremely hesitant about participating in this project. The largest of her concerns related to the student teacher's ability to complete her assignments while participating in this project. Once she was assured that the needs of the student teacher superseded the research and that there was no major time commitment required, permission was granted. Like all of the cooperating teachers in this study, she was unfamiliar with the TARPS model.

Contacts with Rose Adams included a lengthy telephone call at the onset of the study, a written survey response, a formal interview at the end of the student teacher's placement, informal discussions prior to observation and when the researcher met her by chance at a local shopping mall.

Rose Adams personal practical theories include:

1. "Social studies education should enable students to function in the world as thinking and participating citizens".
2. Good "housekeeping skills," planning and organization are necessary to enable teachers to achieve their goals but teachers must also "sell" their subjects.
3. The factual knowledge base (subject content) is very important for students to acquire.
4. Teachers should be "student-focused"
5. Teachers should be creative; you learn by teaching and you should always be open to learning
6. Teachers should be team players
7. Teaching is a difficult job, often exhausting if done well.
8. A sense of humor helps.

In relation to the TARPS program, Rose Adams is not really familiar with the program. Certainly, on an action, or technical

level, she displays concern and reflection as evidenced by her focus on closure and her need to improve in that area. She also "fits" with the college's desire to provide models for student teachers who are lifelong learners. However, in her emphasis on facts as opposed to concepts, and in her general discussions, there is little agreement with the college's concern for the area of critical reflection. While there is a PPT (#1) related to citizenship, the data do not reveal focus on this area. In addition, by de-emphasizing the World History curriculum and focusing on the American History curriculum within her courses, the multicultural and global nature of this curriculum reform program may be compromised.

In summary, the personal theorizing of Mrs. Adams aligns her with fairly traditional teaching methodologies, heavily dependent on rote learning and the accumulation of large body of factual material which is not necessarily applied in any larger sense. Class policy mandates that "make-up" exams for absentees consist of student's writing a number of sentences containing chapter facts equal to the number of test questions on the original examination (10/5/94, observation field notes). This reinforces the textbook driven nature of this teacher's methodologies. There did not appear to be any requirement on ordering of these facts or even, guidelines for the students to select "important" over minor material, just a listing of facts memorized. Lastly, while concern for drawing students into the course and the material is clearly evident, student empowerment does not appear to be the

goal of this concern. In conclusion, there is no apparent integration of college reflection goals evident in the personal theorizing of this teacher. The triad conferences and the observations demonstrate reflection on a technical level mainly in terms of teaching skill, and not in terms of subject matter. The attitude of the cooperating teacher toward the concerns of college supervisor reinforce this finding.

Hannah Lee

Hannah Lee could be termed a re-entry student. She had completed her general education requirements approximately 10 years ago at an out-of-state institution, but never completed her degree. She held various kinds of employment, including a period as a bill collector for a major credit card company, before returning to college as a secondary social studies education major. Throughout her earlier experiences, Mrs. Lee recounted a pattern of teaching or tutoring in various situations. When she realized that teaching was her real interest, she returned to college to complete the requirements necessary for graduation and certification. Now remarried, and with an infant and an 8 year old diagnosed with attention deficit disorder at home, Hannah Lee was concerned about the time commitment that participating in this study would require.

Mrs. Lee does not see herself as a reflective person and declined to keep a journal or any reflective record of her student teaching (8/31//94, interview notes). She was unable to frame a

coherent definition of the social studies and recounted that, insofar as she could remember, this was not a topic covered in any of her coursework. Rather, she stressed the disconnectedness of her college experience although she was unsure if this was due to the discontinuity of her matriculation as a student or due to the nature of her academic preparation. She was also disturbed by how little credence her life experience was credited by her professors or by the college in meeting graduation requirements.

Hannah Lee's student teaching assignment included a high school placement teaching tenth and eleventh grade World and American History and a junior high school placement teaching eighth grade state history. The specific data gathered include audiotapes from 1 triad conference and one college supervisor/student teacher conference; documents from a triad conference discussion; field notes from 3 observations and 4 interviews.

Hannah Lee's personal practical theories include:

1. No child should fall through the cracks.
2. The main purpose of class is to make students think.
3. Students need to be actively involved in their learning so that they can understand how education relates.
4. A teacher is a parent figure and a guide.
5. Teachers need to be organized.
6. Teachers need to like kids, enjoy teaching and be fair to their students.
7. Social studies is interdisciplinary but primarily is about relating the past to the present.
8. Discipline is necessary if students are going to learn.
9. People need to learn to be survivors.

The relationship of the student teacher's personal theorizing to the college TARPS program is problematic. In the first place,

the data revealed a somewhat unsystematic understanding of the relationship between personal theorizing and subsequent classroom performance. While the TARPS program does not teach students to examine their personal theorizing, the program does encourage reflection. The comments from Hannah Lee indicated her understanding of the reflective process as technical and immediate.

In conclusion, The tapes, written documents and observations reveal nine personal practical theories. There is evidence that while these are important to the participant, the ability to translate some of these beliefs into action is sometimes problematic. This is fairly common in novice teachers and is only a concern in that there is no clear evidence that these problems bother the student teacher. This is reinforced by her statement in the follow-up interview (12/13/940) that teaching is what she had expected prior to her field experience, a fairly straight-forward, manageable job, not what was demonstrated during her first block, a difficult, demanding, time consuming, exhausting job (int. notes). This is not a typical response at the completion of student teaching; the difficulty and complexity of the job and its overwhelming nature are the more common response of student teachers to their practicum experiences.

When questioned about the lack of congruence with the college program the student teacher suggested that it was due to the fragmented nature of her academic program. The researcher suggested that an alternative reason might lie with a

philosophical rejection of the reflective model. The student teacher smiled and did not disagree with this interpretation (4/21/94, int. notes).

Hannah Lee does understand and accept the general definition of the teacher as reflective problem solver. However, the breakdown occurs in the 3 fields of reflection with the participant not characteristically displaying any concern beyond classroom management and/or technical problem solving. This is congruent with most student teachers who are so concerned with establishing classroom routines and mastering their curricula that there is little time for the interpretive and critical fields of reflection unless required by journaling, etc. Whether that will change over time with this participant is really the question. It does not appear, given the data, that significant change towards concern with these latter fields of reflection will develop. The student teacher agreed that this belief is probably accurate as she said of the TARPS models "that is not me" (4/21/94, int. notes).

Triad 2: Elementary School, Grade Three

Triad 2: Elementary School, Grade Three grouped Dr. Ken Fleming, the college supervisor; Mrs. Sue Kelly, the cooperating teacher; and Mrs. Kathy Cook, the student teacher.

Dr. Ken Fleming

Dr. Fleming has recently completed three years as an

associate professor (Spring 1995) in the Department of Education. He has worked in other collaborative, innovative settings and seems quite comfortable with the general direction of the TARPS program. Dr. Fleming teaches courses on elementary methods of teaching science, mathematics, and social studies. He also supervises student teachers during elementary and middle school field experiences. In addition to 3 formal interviews and 3 triad audiotapes, Dr. Fleming shared his course syllabus for EDUC 450: Directed Teaching K-4 and 5-8, and handouts entitled: Weekly Planning Synopsis; Cooperating Teacher's Weekly Checklist; Student Teacher Reflection on Observation; and Video Tape Reflective Observation Form. He also provided the researcher with a draft copy of a potential evaluation form to replace the one currently in use by the college supervisors.

Dr. Fleming's personal practical theories are:

1. Learning is constructed and self-regulated, understanding child development is key.
2. Students must develop cognitive autonomy.
3. Modeling is key.
4. The goal is to facilitate reflectivity and non-traditional, child-centered approaches.
5. Education should be collaborative.
6. Interest in lifelong learning and professional growth.
7. Process is more important than product.
8. Teachers should plan projects for parent participation.

Dr. Fleming defined reflective problem solver as follows:

> As I understand it, . . . try to get teachers to be decision makers and take responsibility for the decisions that they must make in regards to curriculum and management in effective classroom within that environment. And in making those decisions to think back to the nature of the content

> their teaching,. . . and also the theory of child development and ed psych and begin to make connections between that and what goals they have been. (9/21/94, int., p. 1)

The discussion then focused on the relation to the areas and fields of reflection in relation to action, interpretation and critical reflection. To encourage reflection, students maintain journals.

Although the three fields of reflection are not as clearly delineated as in the previous case, there is evidence to support awareness of the importance of all three areas. In the action area: "where did you get your idea for your lessons?"(11/16/94, triad conf., p. 1). Or, [re: problems in giving directions previously observed] "So, you, you tried to improve you're directions for this lesson that I observed? Did you know the difference between her directions those two times?" (10/3/94, triad conf., p 1).

In the interpretive field: "What part of your instruction do you think focuses on what camouflage is (11/16/94, triad conf., p. 2). And, in a 10/28/94 triad conference, to a student teacher nearing completion of a middle school block and heading toward the elementary school block; "What are you walking away with [from 6th grade] to take to the 3rd grade?"

In area of critical reflection, the comments tend to concern student empowerment, e.g. concerns that both the student teacher and the children are aware of the purpose of and the criteria for evaluation (11/16/94, triad conf., p. 4-5).

In conclusion, the TARPS model is less fully integrated into the personal theorizing of this college supervisor and therefore,

the reflective nature of the supervisory conferences and course assignments tends to focus more on the supervisor's PPTs relating to teaching methodology and child development.

Mrs. Sue Kelly

Sue Kelly is a third grade teacher at an elementary school in a small, semi-urban area. Many of the students who attend this school live in families where both parents commute considerable distances to the outlying major metropolitan areas. The school maintains a before and after school program to accommodate these students. Mrs. Kelly has been teaching for approximately 23 years and is herself the parent of 2 high school age students, one daughter in the honors program and one son diagnosed with attention deficit disorder and major academic difficulties.

Sue Kelly agreed to participate in the study following an informal, introductory meeting during her plan period where the purpose of the research was explained. In addition to this meeting, there was a written survey response, informal discussions following observation, and a final interview at the end of the student teacher's block.

Sue Kelly's personal practical theories include:

1. All children are capable of learning. It is length of time and methodology that must be varied to enable students to develop the necessary self-esteem.
2. Teachers must like children and love teaching
3. Teachers must be flexible and adaptable.
4. All students must develop certain subject competencies before they leave this grade or they will be permanently behind.
5. Learning is experiential.

6. Discipline is essential and, classroom management is part of discipline.
7. School ought to be a nice memory.

In relation to the TARPS program, the assignment of a student teacher to Sue Kelly is problematic. Despite her constant reminder to the researcher that she has a minimum of 39 credit hours beyond her Master's Degree, there is no clear, systematic approach to the personal practical theories related above. It is obvious in reading the transcripts from the interviews and triad conferences that Sue Kelly holds some conflicting beliefs that have yet to be addressed in her practice.

An example of this would be her stated interest in flexibility, non-traditional methods and experiential learning conflicts with her traditional reliance on "old-fashioned" discipline techniques coupled with significant amounts of drill and repetition on spelling and math "facts". Her belief that the open classroom format of the building precludes trying newer methodologies only serves to reinforce the traditional aspects of her practice. While it is often true that personal practical theories may contain conflicting statements, the goal is for the teacher to become aware of the inconsistencies and strive to "iron out" these problems. Mrs. Kelly does not even seem to be aware of the inconsistencies in her beliefs and practices.

In terms of reflective teaching (TARPS goals), Mrs. Kelly not only does not cite pedagogical reasons for her choices, but also is extremely critical of the college supervisor's attempts to foster deeper levels of reflection by the student teacher during

triad conferences. There is obvious tension heard on the audiotape as the supervisor attempts to have the student teacher link her knowledge of child development to the main concept in her lesson. In addition, as the supervisor attempts to have the student teacher reach beyond the immediate and consider what could be done to improve the lesson, the cooperating teacher rushes to the student teacher's defense, not even taking the time to consider the educational point under discussion.

In conclusion, Sue Kelly may be an effective third grade teacher, but as a cooperating teacher who could help a student teacher to become a reflective problem solver, she is an ineffective role model.

Mrs. Kathy Cook

Mrs. Kathy Cook completed her college courses and graduated within the traditional time frame. Her main career interest was certification for elementary education but she also completed requirements for a middle school/junior high school social studies endorsement to increase her employment opportunities. Her student teaching assignments were conducted first at a middle school teaching sixth grade World History and then, at the elementary third grade level.

Kathy Cook was extremely interested in participating in this research and communicated that she found the interviews to be a learning experience for her. The decision to seek dual endorsements led to the assignment of 2 college supervisors for

the first placement. The data gathered consist of 4 interviews, 3 lesson observations, 3 transcribed audiotaped triad conferences, 2 additional audiotaped triad conferences, 1 videotaped lesson, 4 site visit evaluation reports [by the college supervisor] and a reflective journal that was kept during the student teaching experience as a course requirement.

Kathy Cook's personal practical theories include:

1. The overall goal is student empowerment.
2. The student should be at the center of learning in order to feel success. Active participation and hands-on methodology is part of this.
3. School should be more reality-based aiming towards evolving good citizens.
4. Students need to try their ideas and, if they fail, they still learn from the experience.
5. Students should be treated with respect.
6. Organization, and effective teaching guidelines can facilitate learning.
7. Teachers need to be kind.
8. Teachers need to be enthusiastic and energetic.

In regard to the Teacher as Reflective Problem Solver, Mrs. Cook gave the following definition:

> KC: My definition of it . . . I haven't really thought about it, a definition. Reflective problem solver to me would be trying and succeeding or failing but being able to reflect on the experience and maybe do it a different way, decide whether it was the best way, decide whether it didn't work and why [pause]. I guess that would a definition for me (9/7/94, int., p. 9).

As a student teacher, she has realized how the middle school schedule provides reflective opportunities that won't be available in the elementary school.

> Rschr: Talk a little bit about reflection and the reflective model, the teacher as a reflective problem solver. Has that been happening to you?
> KC: Yeah, and I think it's easier because I teach the

> same lesson five times a day. And I can change things that don't work and
> Rschr: That'll be different in the elementary school.
> KC: Yeah, that's what I'm really afraid of. Is because I have one opportunity to do the lesson and if that doesn't work, then you know
> (10/28/94, int., p. 3-4).

The best example of the relationship between the college's TARPS model and the student teacher's realization of that model comes from a journal entry: "the real learning comes from applying my college education and discovering what works and what does not" (journal, p. 1). The data clearly demonstrates a teacher candidate who is moving in the direction of becoming a reflective teacher. During the member check interview, Mrs. Cook informed me that she has been employed on a daily basis as a substitute teacher. She has been keeping a journal of these experiences so she doesn't lose all the stories" that comprise important learning experiences for her (4/25/95, int. notes).

Triad 3: Elementary School, Second Grade

Triad 3: Elementary School, Second Grade grouped Dr. Kristine Donovan, the college supervisor; Mrs. Jane Long, the cooperating teacher; and Mrs. Carol Dennis, the student teacher.

Dr. Kristine Donovan

Dr. Kristine Donovan recently completed her doctoral requirements and is now pursuing a career in higher education following a successful elementary school teaching career. Dr. Donovan's main interests are literacy and literature. Her

teaching assignments include supervising elementary education majors during their field experiences and student teaching assignments. She also is the faculty advisor for the college's Kappa Delta Pi chapter. The data available for analysis included two formal interviews, one initial interview and one member check; several informal conversations; and two triad conference audiotapes. Dr. Donovan also supplied the researcher with the college's site visit observation forms and explained how they are typically used. She was extremely friendly and seemed pleased about participating in this project.

Dr. Donovan's personal practical theories include:

1. Reflection has stages, or levels, that evolve.
2. I need to be flexible, my role is to share things, I do not have THE answer.
3. As an educator, I model the process for the students.
4. Collaborative, student, or child centered (learner-centered classroom).
5. An instructor should always be a student (life-long learner).
6. Being excited, being an inspiration.
7. Teaching and learning is magic, a spark you can foster.
8. I function as a mediator and suggestor in the role of college supervisor.

To prompt reflection each triad conference began by asking the student teacher how he/she felt the lesson went. In relation to the three areas of reflection, the data revealed concern with the action and interpretive areas. The critical area of reflection did not appear often in the triad conferences or in the interviews. When questioned about that, Dr. Donovan reported that she does discuss critical concerns in the seminar class that accompanies student teaching. Questions she reported asking include "How will you be a

change agent?" or "What are the political ramifications of [topic under discussion]?" (interview field notes, March 14, 1995).

In addition, the student teacher's placement was in a constructivist, hands-on, classroom due to the nature of the class, a remedial second grade. Therefore, some of the areas of concern for critical reflection were a constant, implicit concern. In conclusion, Dr. Donovan's PPTs reinforced her agreement with the concept of reflection evolving in levels and despite the fact TARPS program calls for a full integration of the 3 areas of reflection, as in Dr. Fleming's case, equal attention to all 3 fields was not evident.

Mrs. Jane Long

Jane Long is a young, energetic elementary school teacher who volunteered for an experimental class assignment. Last spring, the first grade teachers identified approximately 18 students considered to be at risk of failing. These student were assigned to Mrs. Long for the next 2 years. Her job is to bring these students up to grade level so that they will be able to enter the fourth grade along with the rest of their peers. The class must repeat one half of the first grade curriculum and complete the second and third grade curricula within this 2 year period. Mrs. Long believed that the small class size, the help available from special resource teachers, and the continuity of teacher will enable her to be successful at this assignment.

The classroom was very organized with picture as well as written instructions for the students, most of whom are not yet reading. The teaching methods were all hands-on, active lessons with significant amounts of repetition for the concepts being developed. Mrs. Long was concerned with both the social and the academic progress of her students and planned to use the opportunity of an assigned student teacher to provide intensive supervision for the students. This meant that much of the student teacher's experience included team teaching with both teachers present and working with the students simultaneously.

Mrs. Long was extremely interested in participating in the study, but had an aversion to actually completing the written survey or scheduling formal interview sessions. Her preference was to speak with the researcher informally either before or after scheduled visits with the student teacher. The investigator provided her with an audiotape for the survey response, but in the end, she chose to mail brief written answers to both the original survey and to the follow-up interview. The data gathered include these responses, field notes which cover both discussions and observation of her teaching a reading group and two triad conference audiotapes.

Jane Long's personal practical theories included:

1. Students learn at their own developmental level and must grow and blossom at their own rate.
2. Teachers should be firm, but kind.
3. Teachers need to be excited about teaching and learning.
4. Lessons must be planned sequentially to allow students to grasp concepts.
5. Teachers should respect their students, be collegial with their peers.

6. Teachers should love and care about education enough to stay current in their field.
7. Teachers need to be complete people, to have a life outside the classroom.

In relation to the TARPS program, as a teacher, Jane Long shared many of the goals of the program. While she was unfamiliar with the model, and was not particularly reflective on a daily basis, the data illustrate a systematic approach to teaching which coincides with the college's goals of student empowerment, constructivist learning, an understanding of child development as part of teaching, and a commitment to lifelong learning. The triad relationship was positive and Mrs. Long truly enjoyed the opportunity to work with a student teacher in a peer relationship.

In conclusion, Jane Long modeled an approach to teaching that was congruent with many of the goals of the reflective teacher education model under study. If she were able to attend a cooperating teacher workshop, she would be an ideal candidate for regularly scheduled student teacher placements.

Mrs. Carol Dennis

Mrs. Carol Dennis was only able to participate in this study for her first placement as her second cooperating teacher was unwilling to participate. Mrs. Dennis joined the study slightly later than the other student teachers and our initial interview took place approximately 10 days after she began student teaching. Her placement was at the elementary school that is currently completing an articulation agreement with the college to become a

partnership school. This is the site from which Dr. Donovan drew her summer seminar participants. Unfortunately, Mrs. Dennis' first cooperating teacher was unable to attend the seminar. The assignment was an at risk second grade class working on a pre-primer, first grade level.

The data include three interviews, one observation and audiotapes of two triad conferences. Mrs. Dennis' personal practical theories included:

1. Teachers should love young children, love teaching and the process of learning.
2. Children need hands on, active, constructivist learning methods.
3. Children have different learning styles and teachers must adjust teaching to fit their needs.
4. People need to learn to be problem solvers. In life, you're not always going to be handed what you need.
5. Be enthusiastic and inspirational.
6. Teachers are strong, healthy, knowledgeable people.
7. A teacher needs to be artistic and creative.
8. A good teacher has to be a good manager.

In relation to the college TARPS model, Mrs. Dennis defined the teacher as reflective problem solver as:

> That teacher is able, or that person is able to do, actually go through with something and then look back on that and go over it. Take the pros, take the cons, weigh them, see how you might improve that lesson, how you might do something better and then I would even put it, I would even try to like, make notes to myself so that I know for the next time. (personal interview, September 23, 1994)

Although Carol Dennis did not exhibit the range of reflection that Kathy Cook revealed, there is implied understanding of one area of critical reflection. A discussion of gender differentiated responses revealed:

> Well, yeah, she [Jane Long] showed me some of the other things that we can do to check is, the types of responses that you're giving back to children, maybe

> it's the boys you might just be saying, okay. To the girls you might be saying great, wonderful! You know, and just to see the different kinds of responses that you're giving to kids. (triad conference, October 17, 1994)

In conclusion, there was considerable congruence between the college classes experienced by the student teacher and the teaching methods of her cooperating teacher. This served to reinforce her personal theorizing which is fairly consistent with the TARPS program. While the data did not reveal large sections of conversation beyond the technical reflective area, there is reason to believe that Mrs. Dennis could develop those concerns if her teaching career continues to receive reinforcement in the field.

Triad Interactions

While there was some analysis of the triad relationships in the concluding discussion of each participant's PPTs, this section focuses specifically on the relationships among the triad members resulting from congruence of personal practical theorizing. The data were analyzed by the researcher and summarized in three tables (Appendix A): (a) Table 1, Summary of Participants Personal Theorizing; (b) Table 2, Triad Groupings; and (c) Table 3, Congruence of PPTs by Triad.

Table 1, Summary of Participants Personal Theorizing (page 52) enabled the researcher to compare and contrast the participant's PPTs. The analysis consisted of searching for PPTs that either overlapped or appeared congruent in their application

based on the data gathered. Table 2 (page 56) displays the triad groupings for the participants.

Table 3 (page 57) has been designed using a scale that functions as a continuum for rating the degree of agreement or congruence the participants display relative to the item under discussion. This analysis takes into consideration both the stated beliefs of the individuals and the manifestation of those beliefs in practice. The scale codes are: 1 = little agreement [congruence]; 2 = some agreement; 3 = agreement; 4 = strong agreement; and 5 = very strong agreement. Little agreement was defined as individuals with few PPTs held in common or with widely divergent implementation of similar sounding PPTs. Some agreement was defined as individuals who hold basic understandings in common, but for whom there were one or more PPTs that were in such strong disagreement that the individuals involved exhibited negative feelings about the relationship. Agreement was defined as a basic similarity of approach and a functional relationship but still containing some areas of disagreement. Strong agreement was defined as individuals who's personal theorizing was not only similar, but also there was significant personal regard for the job performance of the individuals involved. Very strong agreement was defined as almost complete congruence where the differences in personal theorizing have a negligible effect on how the individuals approach their profession and where the individuals describe themselves as being almost identical in outlook.

Congruence of PPTs by Triad (Table 3) was derived from an analysis of the PPTs of the individuals, observation and interview notes, and an analysis of the triad discussions from the audiotaped conferences. The researcher especially focused on portions of the audiotapes where discussants sounded strained. Strained was defined as topics during which participants required clarification or justification or explanation of meanings; participants raised their voices; agreement on the point under discussion was not reached; or one member of the triad appeared to be retreating from his or her position to keep the flow of the discussion moving.

Each Triad [T1- T3] was examined by determining the congruence of the members of the triad in pairs; student teacher/cooperating teacher, cooperating teacher/college supervisor, college supervisor/cooperating teacher. The assigned rating numbers were then averaged to obtain an overall congruence rating for the triad. This rating helped to explain the general functioning of the triad and helped to understand the feelings about the placement's level of success communicated to the researcher by the participants in the triad. Thus, Table 3 demonstrates that the more congruence in personal theorizing among triad members, the more likely that tension among the triad members will decrease and that the student teaching placement will be successful for the participants. An analysis by triad explains the assignment of the category codes.

T1: High School

T1: High School was comprised of Hannah Lee, Rose Adams and P. Fox. Comparative analysis of the PPTs of Hannah Lee and Rose Adams reveal very little overlap. While both believe that the teacher should be focused on the student and that organization is important, the bulk of the practices of these 2 individuals conflict. This is especially true in the area of subject matter. Rose Adams believes in teaching social studies for citizenship and participation in the world while Hannah Lee stresses the relationship of the past to the present. Where Rose Adams believes in the importance of mastering the factual historical content, Hannah Lee focuses on teaching students to think. And, while Rose Adams is complementary about Hannah Lee's classroom management *vis a vis* organization and paperwork, she was clear about her evaluation of her student teacher. Hannah Lee would make a good substitute teacher, but not a good teacher (10/27/94, 11/8/94, int. notes). As for Hannah Lee, the desire to complete this placement was so strong that she had not given any thought to the possible difficulties of her second placement due to her relief that the first placement was ending (10/27/94, 4/21/94, int. notes). Thus a rating code of 1, little agreement, was assigned to this pair.

Actually, one of the few things Hannah Lee and Rose Adams agreed on was their view of Dr. P. Fox. While considered personally charming and very likable by both of these women, Dr. Fox's educational goals and concerns were deemed by both as

unrealistic for the public school situation. Since the goal of social studies for Rose Adams is democratic citizenship and this is also a goal of P. Fox's, there is some congruence. There is also agreement about the need to be enthusiastic and energetic in order to motivate students. Rose Adams spoke about the need for a teacher to "sell herself" and Dr. Fox concurred, even offering suggestions about how this could be accomplished. Both Rose Adams and P. Fox value lifelong learning which was not only stated, but also was apparent in their conversations. However, in terms of methodology and approach to content matter, there was significant disagreement between the two. Rose Adams clearly stated that the theory approach was more appropriate for college after students had acquired a factual knowledge base, and she did not clearly link her methodology with modeling democratic process. In addition, despite Rose Adams's statement that she was flexible, Hannah Lee was required to use Rose Adams objectives when writing lesson plans. These objectives did not meet Dr. Fox's requirements, but he "backed off" to allow the student teacher a lowered stress level (10/27/94, int. notes). Thus, the congruence of Dr. P. Fox and Mrs. Rose Adams was assigned a rating category of 2, some agreement.

The relationship of Hannah Lee and P. Fox was problematic. As stated in the previous paragraph, Hannah Lee basically rejects Dr. Fox's educational concerns as they conflict with her personal practical theories. While they agree to the extent of fostering thinking, Hannah Lee has no stated purpose for the thinking, no

planned goal to attain. Their discussions frequently focus on Hannah Lee's purpose and Dr. Fox's concern that there has not been any depth of reflection in planning. This is related to discussions on objectives matching test questions and purposes for assignments. However, Dr. Fox did manage to maintain a good working relationship with Mrs. Lee until the end of her second placement when they had serious disagreement about Hannah Lee's evaluation/grading system. Fundamentally, Dr. Fox is a reflective practitioner and Hannah Lee has stated "that is not me" (4/21/95, int. notes). This difference has resulted in an congruence assessment code of 1, little agreement.

An analysis of the overall agreement of the triad relationship reveals that there was little agreement in the personal theorizing of the triad members. The placement had a negative effect on the student teacher who basically spent seven weeks meeting Rose Adams's requirements rather than working on implementing her own beliefs. Further, the role of the college supervisor in terms of both his personal practical theories and implementing the college's TARPS model was impeded by rejection of the model by the other two triad members.

T2: Elementary School, Grade Three

T2, Elementary school, Grade Three had a membership of Kathy Cook, Sue Kelly and Ken Fleming. The PPTs of Kathy Cook and Sue Kelly were in agreement, a code in category 3. Both believe that learning needs to be experiential, hands-on and active. Both see

the need for teachers to be supportive and to provide students with opportunities for success. The differences between the two become more apparent in practice. Kathy Cook found Sue Kelly's class to be chaotic. This was due to Sue Kelly's belief that she is basically disorganized and it took time for Kathy Cook to adjust to this. In addition, Kathy Cook is more process oriented and less traditional in her methodology, particularly in favoring cooperative learning, than Mrs. Kelly who, while flexible about altering the schedule of planned lessons, relies heavily on drill for skills and traditional methodologies. Although proud of her educational attainment, Sue Kelly does not integrate theory into practice and is not a reflective practitioner. Kathy Cook tries to integrate her education and beliefs into her practice in a systematic fashion. In addition, Kathy Cook values kindness in teachers and was extremely disturbed by the amount of yelling in Sue Kelly's classroom.

There was little agreement, a code of 1, between Sue Kelly and Ken Fleming. Dr. Fleming clearly indicated that based on his experience with this placement that he felt Mrs. Kelly to be a poor choice to assume cooperating teacher responsibilities. Her lack of a systematic approach and her modeling of potentially negative behaviors, e.g. yelling, created a rift in the triad. This rift was exacerbated by Kathy Cook's nervousness when Dr. Fleming observed her teaching.

The triad conferences revealed Dr. Flemings's attempt to push Kathy into reflecting on child development when making curricular

decisions. Sue Kelly rushed to Kathy's defense blocking the discussion's progress. This was frustrating for all three individuals and resulted in a triad overall agreement average of 2, some agreement. That there were major disagreements is reinforced by Dr. Fleming's comment that he was glad that he had not taped the final triad conference for this study as the tension among the members was so high and the experience was so frustrating (3/7/94, int. notes).

T3: Elementary School, Grade Two

T3, the second grade elementary triad, consisted of Carol Dennis, Jane Long and Kristine Donovan. Carol Dennis and Jane Long were assigned a PPT agreement code of 5, very strong agreement partly based on their statements about each other to the researcher. Carol Dennis indicated that Jane Long was exactly the kind of teacher she, Carol, wished to be. Jane Long indicated that she would be glad to have her own child assigned to Carol Dennis's classroom. Both teachers believed in active, hands-on, constructivist learning. It was probably because of Jane Long's experience that she emphasized the sequential nature of the lessons and the breaking down of large concepts into small pieces. It is probable that Carol Dennis had not had enough practice yet to list these items as PPTs. The interaction between the two, especially given that there were significant amounts of team teaching during this placement due to the nature of the class, reinforces the congruence of the personal theorizing of these

individuals.

Jane Long and Kristine Donovan also appeared to have considerable, strong agreement, a code of 4, in their PPTs. Both value professional development, the excitement and interest of teaching and collegiality in terms of collaboration and respect for peers. The only minor area of disagreement was revealed during a triad conference in which Jane Long appeared to be more structured in approach and a stricter disciplinarian than Kristine Donovan might have been when she was a classroom teacher. Kristine Donovan backed away from this position when Jane Long explained her social goals for the students and the importance of the students learning certain skills in the area of manners or acceptable classroom behavior. While this did slow the pace of the lesson, Dr. Donovan's concern, Mrs. Long convinced her that this was necessary with this group.

Carol Dennis and Kristine Donovan also had strong agreement, a code of 4, in their personal theorizing. Kristine Donovan was constantly supportive of the hands-on, active learning in the classroom. She reinforced Carol Dennis's feelings about her lessons and what went well and she was empathetic and concerned when Carol Dennis shared her fears about leaving her "perfect" first placement for the fifth grade block placement. In addition, Carol Dennis's PPT relating to people becoming problem solvers integrated well into the TARPS goals which Dr. Donovan was striving to reinforce.

The overall congruence of PPTs for this triad was a code of 4, strong agreement. The triad functioned well due to strong agreement of PPTs, and also functioned well in relation to the practice of college goals for prospective teachers. The two supervisory members of this triad both modeled TARPS goals and, although weaker in the critical area than might be desired by the college when the program is fully implemented, the student teacher has a good chance of developing into a reflective practitioner based on this early experience where she had the opportunity to integrate her pedagogical coursework with a cooperating teacher who modeled the same methodologies as those taught by the college, reinforced by a supervisor who added the language to the model.

Conclusions

Understanding reflective teacher education utilizing personal practical theorizing may help us improve our teaching professionals and result in improving education in general. This study examined the relationship between personal practical theorizing and the interaction among the supervisory triad of college supervisor, cooperating teacher and student teacher within the framework of a critical, reflective teacher education model. The data analysis established that many of the actions or statements of the participants could be explained or understood through the lens of personal theorizing. Further, the data revealed that analyzing the PPTs of the participants enabled the researcher to establish each participant's relative degree of

agreement with the TARPS teacher education program goals and outcomes. These findings led the to the following conclusions.

First, personal practical theorizing provided a heuristic which enabled each participant to systematically approach his or her beliefs about education. Specifically, the researcher imposed structure, asking for approximately 6 to 10 declarative statements along with the narrative explanations that accompanied them, directed the participants away from designing statements that they felt should be present toward true expressions of their practice. This conclusion is partially based on triangulating the student teacher's philosophy statements on file in the Department of Education with their PPTs. Further, analysis of the data derived from the participant's practice, as opposed to formal interviews, focused on PPTs, provided a means for the participants to examine their intentions in relation to their actions. Several participants commented specifically as to their pleasure that their PPTs were so evident in their practice. This was especially true for the college supervisors and for one of the two student teachers. These comments are best generalized by statements like "this is who I am" which the researcher heard from all the student teachers and one cooperating teacher. The college supervisors tended to focus their comments on their pleasure at the degree of congruence between their PPTs and their dialogue during triad conferences.

Second, personal practical theorizing provided a mechanism for the researcher to analyze triad interaction. The

determination of the relative degree of congruence among triad member's PPTs provided a way of understanding the functioning of the triad. For example, the triad consisting of Hannah Lee, Rose Adams and P. Fox (congruence rating 1) provided a negative experience for the student. Hannah Lee was so intent on completing the placement that few of her critical thinking goals were reinforced and her ability to center on her students instead of classroom management was compromised.

Second, personal practical theorizing served as a useful mechanism for understanding the relative degree of implementation the participants displayed in relation to the goals and outcomes of the TARPS program (see Stern, 1995). This area deserves further consideration as the consensus from that literature validates that personal theorizing generally overrides college coursework in defining teacher practice.

Recommendations

The conclusions drawn above led the researcher to make several recommendations in terms of improving the ability of the Professional Education Unit to attain the goals and outcomes articulated by the TARPS program. These recommendations consider each of the triad roles within the context of the college's program in the development of the teacher candidate as a critical, reflective practitioner. These recommendations are couched in an understanding of both the conclusions revealed by the data and the

external realities of time, site placement and any other external factors that impinge on the triad members.

The recommendations for college supervisors fall in two areas. First, the college supervisors are aware that the college's observation/evaluation instruments currently in use do not really focus on the goals and outcomes of reflective teacher education. It is recommended that the committee involved with the redesign of this instrument consider integrating Dr. Fox's personally designed conference guide with it's focus on the action, interpretive and critical fields of reflection into the final form. This would help meet the TARPS design for full integration of the model in every phase of the program by focusing all supervisors, regardless of their PPTs on all fields of reflection.

The second recommendation for college supervisors focuses on the discourse patterns of the triad conferences. Part of understanding triad interaction is understanding the discourse of the triad members in terms of facilitating or impeding the Teacher as Reflective Problem Solver goals and outcomes. Reflective teacher educators generally use an inquiry rather than a telling mode for conferencing. According to the PPTs of some supervisors, the optimal situation is reached when the student teacher takes the lead in the triad conference. The college faculty may want to emphasize this point to students who may view the triad conference more traditionally with the supervisor and the cooperating teacher in charge and the student teacher assuming a more passive role than is desired.

In relation to cooperating teachers, the college indicated plans to require prospective cooperating teachers to undergo an application process as part of their selection for their important role in the life of the student teacher. It is recommended that this application include a request for a list of personal practical theories by the potential cooperating teacher. This information would be useful to the college in two ways: one, in selecting cooperating teachers who's practice coincides with the concept of the teacher as a reflective problem solver; and two, in attempting to match cooperating teachers with intern candidates in order to optimize each student teacher's potential for a positive field experience. In addition, cooperating teachers who's PPTs indicated a tendency to reinforce less desirable teacher behaviors might be eliminated from the cooperating teacher pool. Should the college be able to articulate partnership agreements with area schools, the identification of individuals teachers within these schools who's PPTs are congruent with program goals will point the way for the plan to grant adjunct status to some cooperating teachers and to have them participate in the teaching of methods classes. This would create a link between the college and the cooperating teacher and move toward adjusting the perception commonly held by practicing teachers that college professors are not in touch with reality. Surely, if the PPTs of both the cooperating teacher and the college professor agree with program goals and outcomes, the likelihood of student teachers achieving those goals and outcomes is enhanced. Further, in-service

opportunities for cooperating teachers need to be expanded in order to familiarize all cooperating teachers with the college's teacher preparation program. This in-service should include explanations of personal theorizing and an opportunity for practicing teachers to reflect on their PPTs. This in-service could implemented informally by the college supervisor during intern placements that display a high degree of tension (low congruence score) to enhance communication among triad members.

The use of personal practical theorizing by teacher candidates enrolled in a teacher education program has great potential. One recommendation surrounds the possibility of utilizing PPTs as a screening device for applicants to the program. The applicants would not need to demonstrate agreement with the program for admittance as much as reveal personal practical theories relating to interest in learning, flexibility, and openness. If educators believe, as does the Chair of the PEU, that education can be transformative, then selecting individual applicants on their potential to grow and change during the course of the program is conceivable.

Another use of personal theorizing would be to have student teachers define their PPTs early in their pedagogical coursework and to continue to examine these PPTs across their college careers as a part of developing into a reflective practitioner. This framework would provide an opportunity to analyze field experiences, both observation of other teachers and initial teaching experiences, for congruence with belief systems. As

prospective teachers grow and develop, the PPTs in their portfolios would indicate a refinement and more systematic approach to teaching. At the time of graduation, the teacher candidates would be in possession of a clearly articulated and illustrated set of beliefs about teaching which should assist them in both being offered employment and in the case where there is a choice of jobs, in choosing a work site most compatible with their beliefs. This idea has the potential of optimizing beginning teacher experiences and preventing the disillusionment and burn-out so many new teachers exhibit.

A problem that arose during the analysis of the data centers on a student teacher who philosophically does not exhibit congruence with the desired goals and outcomes of the TARPS program. It seems that the college will need to develop a policy in terms of its matriculated students who complete their state and course requirements but do not demonstrate potential as reflective practitioners. Possible solutions for this problem include a suggestion by the Department Chair that students whose PPTs are not somewhat congruent with the desired outcomes do not receive permission to move into the student teaching or final phase, of the program. Another possible solution is to vary the length of the practicum according to the needs of the individual involved. The state mandates a minimum, not a maximum number of required hours. Student teachers who are not deemed ready, by their evaluators, to move into practice as reflective problem solvers, could have extended practicum requirements. No matter what the

final solution, it is up to the professionals involved in certifying the competence of their graduates to insure that the goals and outcomes of their program are met by their graduates upon exit from college. This statement does require an awareness of the fact that the most a college can hope for is a best novice who demonstrates an awareness of the 3 areas of reflection.

The addition of knowledge about personal practical theorizing and its potential for helping teacher educators realize the goal of preparing teachers who are critical, reflective problem solvers should be useful for all individuals connected with the teacher education regardless of their roles. The combination of personal theorizing with attention to discourse methods that increase reflection points a way for future research.

Suggestions for Further Research

The TARPS model is focused on three fields of reflection; action, interpretive and critical. Further research on focusing the supervisors on these specific fields as a strategy for improving student's reflective capacity would be beneficial. This would ensure that the personal theorizing of the college faculty does not impede the goals of the college's program.

Teacher candidates could be exposed to these categories of reflection early in their college coursework and cooperating teachers could receive in-service opportunities to develop these same applications. This would facilitate the interaction of the conferences by providing for a common language and understanding

of approach for all triad members. Research on the most effective approach to implement this in-service would be beneficial.

There is much work to be done in the area of refining reflective teacher education programs. Another area of concern revealed by the literature review was the need for understanding both how teachers reflect and on what content they reflect. The categories explicated by Ross could be refined and integrated into a course framework which would encourage prospective teachers to focus their journal entries and/or class discussions in specific reflective categories to encourage student development toward realizing the fullest utilization of reflective practice. It seems to the researcher, that the broader the definition and application of reflective practice by the classroom teacher, the teacher educator or prospective teacher, the more likely it is that inquiry oriented, problem solving, relevant education will occur. Personal Practical Theorizing as part of multi-dimensional reflective teacher education programs holds promise for moving educators in that direction.

TABLE 1

SUMMARY OF PERSONAL PRACTICE THEORIES

COLLEGE SUPERVISORS

Dr. P. Fox

1. Teaching is a process of practical application of thinking skills utilizing content in order to become a decision maker, a problem solver, a communicator, and a citizen.
2. Teaching is primarily about human relations.
3. Teachers and students should be risk taker
4. Relationships should be collaborative, the triad consists of equitable relationships.
5. Education is about lifelong learning.
6. Educators need a flexible, multiple perspectives, integrated approach.
7. Modeling can demonstrate that theory informs practice.
8. Excitement and enthusiasm for the job of teaching and the field of social studies is necessary.

Dr. Ken Fleming

1. Learning is constructed and self-regulated, understanding child development is key.
2. Students must develop cognitive autonomy.
3. Modeling is key.
4. The goal is to facilitate reflectivity and non-traditional, child-centered approaches.
5. Education should be collaborative.
6. Interest in lifelong learning and professional growth.
7. Process is more important than product.
8. Teachers should plan projects for parent participation.

COLLEGE SUPERVISORS (CONTINUED)

Dr. Kristine Donovan

1. Reflection has stages, or levels, that evolve.
2. I need to be flexible, my role is to share things, I doesn't have THE answer.
3. As an educator, I model the process for the students.
4. Collaborative, student, or child centered (learner-centered classroom).
5. An instructor should always be a student; (life-long learner).
6. Being excited, being an inspiration.
7. Teaching and learning is magic, a spark you can foster
8. I function as a mediator and suggestor in the role of college supervisor.

COOPERATING TEACHERS

Mrs. Rose Adams

1. "Social studies education should enable students to function in the world as thinking and participating citizens"(survey response).
2. Good "housekeeping skills," planning and organization are necessary to enable teachers to achieve their goals but teachers must also "sell" their subjects
3. The factual knowledge base (subject content) is very important for students to acquire.
4. Teachers should be "student-focused"
5. Teachers should be creative ; you learn by teaching and you should always be open to learning
6. Teachers should be team players
7. Teaching is a difficult job, often exhausting if done well.
8. A sense of humor helps.

COOPERATING TEACHERS (CONTINUED)

Mrs. Sue Kelly

1. All children are capable of learning. It is length of time and methodology that must be varied to enable students to develop the necessary self-esteem.
2. Teachers must like children and love teaching
3. Teachers must be flexible and adaptable.
4. All students must develop certain subject competencies before they leave this grade or they will be permanently behind.
5. Learning is experiential.
6. Discipline is essential and, classroom management is part of discipline.
7. School ought to be a nice memory.

Mrs. Jane Long

1. Students learn at their own developmental level and must grow and blossom at their own rate.
2. Teachers should be firm but kind.
3. Teachers need to be excited about teaching and learning
4. Lessons must be planned sequentially to allow students to grasp concepts.
5. Teachers should respect their students, be collegial with their peers.
6. Teachers should love and care about education enough to stay current in their field.
7. Teachers need to be complete people, to have a life outside the classroom.

STUDENT TEACHERS

Mrs. Hannah Lee

1. No child should fall through the cracks.
2. The main purpose of class is to make students think.
3. Students need to be actively involved in their learning so that they can understand how education relates.
4. A teacher is a parent figure and a guide.
5. Teachers need to be organized.
6. Teachers need to like kids, enjoy teaching and be fair to their students.
7. Social studies is interdisciplinary but primarily is about relating the past to the present.
8. Discipline is necessary if students are going to learn.
9. People need to learn to be survivors.

Mrs. Kathy Cook

1. The overall goal is student empowerment.
2. The student should be at the center of learning in order to feel success. Active participation and hands-on methodology is part of this.
3. School should be more reality-based aiming towards evolving good citizens.
4. Students need to try their ideas and, if they fail, they still learn from the experience.
5. Students should be treated with respect.
6. Organization, and effective teaching guidelines can facilitate learning.
7. Teachers need to be kind.
8. Teachers need to be enthusiastic and energetic.

Mrs. Carol Dennis

1. Teachers should love young children, love teaching and the process of learning.
2. Children need hands on, active, constructivist learning methods.
3. Children have different learning styles and teachers must adjust teaching to fit their needs.
4. People need to learn to be problem solvers. In life, you're not always going to be handed what you need.
5. Be enthusiastic and inspirational.
6. Teachers are strong, healthy, knowledgeable people.
7. A teacher needs to be artistic and creative.
8. A good teacher has to be a good manager.

TABLE 2

TRIAD GROUPINGS

	T1 HIGH SCHOOL	T2 THIRD GRADE	T3 SECOND GRADE
STUD. TCHR.	Hannah Lee	Kathy Cook	Carol Dennis
COOP. TCHR.	Rose Adams	Sue Kelly	Jane Long
COLLG. SUPVR.	P. Fox	Ken Fleming	Kristine Donovan

TABLE 3

CONGRUENCE OF PPTS BY TRIAD MEMBERS

TRIADS	MEMBERS	RATINGS 1	2	3	4	5
T1	Hannah Lee/Rose Adams	x				
	Rose Adams/P. Fox		x			
	P. Fox/Hannah Lee	x				
	overall congruence	x				
T2	Kathy Cook/Sue Kelly			x		
	Sue Kelly/Ken Fleming	x				
	Ken Fleming/Kathy Cook		x			
	overall congruence		x			
T3	Carol Dennis/Jane Long					x
	Jane Long/Kristine Donovan				x	
	Kristine Donovan/Carol Dennis				x	
	overall congruence				x	

Congruence=Agreement of Overlap of PPTs
1=Little Agreement, 2=Some Agreement
3=Agreement, 4=Strong Agreement
5=Very Strong Agreement

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